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ABSTRACT

This study guide is specifically designed for those individuals preparing to take the Georgia Teacher Certification Test (TCT) in French language instruction. It covers four areas: (1) grammar; (2) usage; (3) history, geography, and literature; and (4) listening and oral skills. This guide provides prospective examinees with test content objectives, suggested readings matched to each objective, and other selected reference materials. (JMK)

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STUDY GUIDE FOR TCT IN FRENCH

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SP 023 059

National Evaluation Systems, Inc., has prepared for distribution by the Georgia Department of Education the set of content objectives found in this Study Guide. These objectives have been verified as important content requirements for initial certification. Not all of the listed objectives have had test items written for them. The selected objectives have not been identified. All objectives which appear here are certification requirements and a sampling of them will be tested.

When the project to develop the Georgia Teacher Certification Tests (TCT) was begun in November 1976, an Ad Hoc Committee composed of Georgia educators was appointed to work with NES on each TCT. The function of these Ad Hoc Committees was to review all NES-generated materials with a goal of making the materials more reflective of Georgia education needs. The first step in the test development process was that of content domain specification. Educators identified all content knowledge that an applicant would need to know to function effectively in a Georgia school. This content was further defined into content objectives, which were sent to currently practicing Georgia educators for verification. These educators provided actual ratings of the "job-relatedness" of the content objectives. At that point, it was possible to identify, from the original domain specification, the extent of essentiality of specific content skills for successful performance on the job. Test items were written for the most essential objectives which spanned the content of the field.

The purpose of providing objectives is to explicitly define the content required of an applicant for certification in this field. Further, the statement of these objectives should assist in preparing for the criterion-reference content knowledge test. We encourage applicants to study these materials, which will enhance their understanding of the content field and alleviate any unnecessary concerns about the nature of the Georgia Teacher Certification Tests.

Along with these materials go hopes for a rewarding career in education.

If you have questions or desire further information, contact:

Performance-Based Certification
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1858 Twin Towers East
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Charles McDaniel, State Superintendent of Schools

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Acknowledgement is also expressed to the committee, made up of Georgia language educators, who volunteered their time and expertise to review this Study Guide: J. Carroll Brooks, Chairperson, Georgia Institute of Technology; C. Lee Bradley, Valdosta State College; Caro H. Feagin, Georgia Department of Education; Pamela A. Ficken, Cobb County Public Schools; Victoria Vinnett Dubriel, Fort Valley State College; and James S. Gates, Spelman College.

Rona F. Flippo
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Georgia Department of Education

June 1983
Georgia Department of Education
Atlanta, Georgia

STUDY GUIDE FOR TCT IN FRENCH

Georgia Teacher Certification Testing Program

Field 18: French

INTRODUCTION

This study guide is specifically designed for those individuals who are preparing to take the Georgia Teacher Certification Test (TCT) in French education. While the TCT may be taken at any time, this study guide will be most useful for those individuals who have completed their senior-level undergraduate courses in French. The French certification test was developed by the National Evaluations Systems, Inc. and French language educators in the state of Georgia. The objectives for this criterion-referenced test have been validated as important content knowledge by French language educators and certified teachers of French in Georgia.

Contained within this guide, prospective examinees will find:

(1) A listing of content objectives accompanied by

(2) A listing of suggested readings matched to each of the content objectives, and

(3) A listing of selected reference materials (found on pp. 20-22).

The references included in this guide were randomly selected from a list of materials currently being used in state-approved college and university French programs and of materials that are most readily available in college libraries. It should be remembered that there are many other excellent books and resource materials which have not been listed because of space limitations. The listing of these numerous sources does not mean that all are needed in order to grasp a particular concept or meet a given objective.

In addition to the content objectives and keyed readings that will follow, examinees should be aware that:

(1) The TCT items are fill-in-the-blank, multiple choice, and oral response.

(2) There are no penalties for guessing when examinees are unsure of a response.

(3) While examinees are given 3-1/2 hours of actual test time, they may request up to an additional hour if it is needed.

(4) Not all the subareas have the same number of test questions. In order to pass the TCT examinees do not have to pass each subarea. The test score is determined by the number of correct answers on the total test.

(5) The subareas are listed below according to the number of questions represented on the test from each of those areas. For example, the subarea "Usage" is listed first, because it has the largest number of questions.

Usage (Subarea II)

Grammar (Subarea I)

Listening and Oral Skills (Subarea IV)

History, Geography, and Literature (Subarea III)

Examinees wanting specific help with test-taking skills should ask for assistance from their college/university counseling center and/or refer to one or more of the references listed below:

Flippo, Rona F., Testwiseness. Rehoboth, MA: Twin Oaks Publishing, 1983.

Millman, Jason, and Pauk, Walter. How to Take Tests. New York, McGraw Hill, 1969.

Pauk, Walter. How to Study in College. 2nd edition. Boston: Houghton Mifflin, 1974.

Preston, Ralph C., and Botel, Morton. How to Study. Chicago: SRA, 1974.

Raygor, Alton L., and Wark, David M. Systems for Study. New York: McGraw Hill, 1970.

I. GRAMMAR

Examinees should note that the "Grammar" and "Usage" subareas contain objectives which may overlap. Therefore, references cited for many of these objectives will be the same. If examinees want more information concerning an objective, they should consult Le Bon Usage of Maurice Grevisse, or some other standard French reference grammar.

Objectives

Indicate the gender of a given noun.

Brown, T.:	33-36, 233.
Coffman:	1-3.
D'Alelio:	8-9, 10n, 63-67, 293n.
Hoffmann:	85-88.
Jian:	4, 14, 17.
Rassias:	4, 20, 535.

Supply the plural form of a given singular noun.

Brown, T.:	36, 136, 158, 190, 280.
Coffman:	3-8.
D'Alelio:	14, 67-69.
Hoffmann:	88-89.
Jian:	36, 39.
Rassias:	12, 137-138.

Indicate a relationship of possession between two nouns.

Brown, T.:	96-97.
Coffman:	53-56.
D'Alelio:	180.
Hoffmann:	168.
Jian:	16.
Rassias:	54.

Use a personal pronoun as a subject in a sentence.

Brown, T.:	11.
Coffman:	211-212.
D'Alelio:	Not treated as a separate grammar point in this text.
Hoffmann:	119-120.
Jian:	38, 42.
Rassias:	8, 19.

Use a personal pronoun to replace a noun used as a direct object in a sentence.

Brown, T.:	140-141, 194-195.
Coffman:	212-215.
D'Alelio:	43-44.
Hoffmann:	120-121.
Jian:	61, 122-123, 175, 283-287, 348, 399.
Rassias:	141-144, 149-151, 153, 156, 279, 367-368, 480-482, 535.

Use a personal pronoun to replace a noun used as an indirect object in a sentence.

Brown, T.:	168, 194-195.
Coffman:	215-216.
D'Alelio:	45.
Hoffmann:	121-122.
Jian:	123-124, 161, 175, 283-284, 348, 399.
Rassias:	156, 176-177, 187, 279, 367-368, 480-482, 535.

Demonstrate an understanding of the use of reflexive pronouns.

Brown, T.:	265-266, 269.
Coffman:	107-110, 222-223.
D'Alelio:	56-59, 61, 129, 150, 318.
Hoffmann:	23-25, 75-76, 122-123, 126.
Jian:	348, 399.
Rassias:	203-207.

Demonstrate an understanding of the use of disjunctive pronouns.

Brown, T.:	293-294.
Coffman:	223-225.
D'Alelio:	153-160, 261.
Hoffmann:	127-131.
Jian:	246-247, 248.
Rassias:	234-236, 246, 279, 367-368, 374, 391-392, 397, 408, 535.

Use y or en as an object in a sentence.

Brown, T.:	312.
Coffman:	216-218.
D'Alelio:	43, 156, 157, 322.
Hoffmann:	123-125, 125-127.
Jian:	230-233, 247-248, 283, 284, 316-317.
Rassias:	178-181, 187, 260, 279, 392.

Demonstrate an understanding of the placement of pronouns used to replace nouns as direct and indirect objects in a sentence.

Brown, T.:	315-316, 440.
Coffman:	218-222.
D'Alelio:	46-47, 128, 151-152, 157-158.
Hoffmann:	131-133.
Jian:	316-319.
Rassias:	253-257, 270-271, 367-369, 407-408, 480-482.

Use a possessive pronoun in a sentence.

Brown, T.:	391-392.
Coffman:	225-227.
D'Alelio:	180-181.
Hoffmann:	116-117.
Jian:	430-431.
Rassias:	236-237, 246, 278, 281, 283.

Use a demonstrative pronoun in a sentence.

Brown, T.:	394-395.
Coffman:	227-229.
D'Alelio:	241-245.
Hoffmann:	109-114.
Jian:	105.
Rassias:	207-208, 217, 261-262, 271, 278, 279, 283, 326.

Combine two sentences with a relative pronoun.

Brown, T.:	421-422.
Coffman:	229-235.
D'Alelio:	218-226.
Hoffmann:	135-140.
Jian:	107-108, 446-448.
Rassias:	257-259, 271, 275, 279, 282, 326-330, 334-335, 349-351, 355, 403, 410-411, 535.

Demonstrate an understanding of the uses of interrogative pronouns.

Brown, T.:	405-406.
Coffman:	194-196, 198.
D'Alelio:	193-196.
Hoffmann:	140-142.
Jian:	16, 433-435.
Rassias:	275, 297-300, 309, 324-326, 335, 355, 401-402, 409-410.

Supply the correct definite article according to the gener and number of the noun.

Brown, T.:	54-55.
Coffman:	1, 3.
D'Alelio:	3-9.
Hoffmann:	77-82, 98-102, 115-117, 165.
Jian:	14, 36.
Rassias:	12-13, 20, 169-170.

Supply the correct indefinite article according to the gender and number of the noun.

Brown, T.:	33-34.
Coffman:	13.
D'Alelio:	3, 18.
Hoffmann:	82-85, 169.
Jian:	14, 36, 37, 55, 56.
Rassias:	28-29, 46, 169-170.

II. USAGE

Examinees should read the introduction to subarea I, GRAMMAR, before proceeding with a review of the material presented here.

Objectives

Demonstrate an understanding of the uses of the partitive.

Brown, T.:	121-123, 312.
Coffman:	15-18.
D'Alelio:	3, 11-17, 43, 60.
Hoffmann:	82-85.
Jian:	191-194, 210.
Rassias:	165-167, 170, 187, 200-202, 207, 231, 277-278, 282, 535.

Demonstrate an understanding of the special uses of the definite article.

Brown, T.:	78, 89, 121.
Coffman:	8-15, 54, 109.
D'Alelio:	6-10.
Hoffmann:	77-82.
Jian:	Not treated as a separate grammar point in this text.
Rassias:	59, 68, 120.

Demonstrate an understanding of the rules governing the omission of the definite and indefinite articles.

Brown, T.:	33-34, 54-58, 78, 89, 121, 298.
Coffman:	8-15.
D'Alelio:	3-10.
Hoffmann:	77-85, 98-102, 115-117, 165, 169.
Jian:	Not treated as a separate grammar point in this text.
Rassias:	59, 68, 120.

Apply the rules of agreement between an adjective and the noun it modifies.

Brown, T.:	135, 144-145, 149, 280.
Coffman:	23-34.
D'Alelio:	63-72, 179, 298.
Hoffmann:	25-26, 59-60, 62, 91-94, 121.
Jian:	38-40, 103-105.
Rassias:	112, 134, 135-137, 138, 344-345, 354, 407, 414.

Demonstrate an understanding of the placement of adjectives.

Brown, T.:	143-145, 148-149.
Coffman:	34-40, Ex. 43-45, 62-63.
D'Alelio:	69-72.
Hoffmann:	94-97.
Jian:	103-105.
Rassias:	198, 216, 275-276, 282, 322, 323, 334, 406, 413.

Form the comparative and superlative of a given adjective.

Brown, T.:	24 -243.
Coffman:	45-53, Ex. 47 and 48, 64.
D'Alelio:	298-302.
Hoffmann:	98-102.
Jian:	156-158.
Rassias:	264-268, 271, 276, 285.

Use a possessive adjective in a sentence.

Brown, T.:	96-97.
Coffman:	53-56, Ex. 49-50, 64-65.
D'Alelio:	7, 179-180, 301.
Hoffmann:	79, 98, 114-116.
Jian:	74-75.
Rassias:	138-140, 156, 276, 281, 283.

Use a demonstrative adjective in a sentence.

Brown, T.:	81-82.
Coffman:	57, Ex. 51, 65.
D'Alelio:	240-241.
Hoffmann:	106-107.
Jian:	105.
Rassias:	77-79, 91, 121, 123, 278, 535.

Demonstrate an understanding of the uses of indefinite adjectives.

Brown, T.:	473-474.
Coffman:	57-62, Ex. 42, 62, Ex. 52, 65.
D'Alelio:	318-320.
Hoffmann:	102-106.
Jian:	Treated as individual vocabulary items.
Rassias:	421-428, 439, 505.

Form an adverb from a given adjective.

Brown, T.:	Not treated as a separate grammar point in this text.
Coffman:	40-44.
D'Alelio:	294, 301-302.
Hoffmann:	151-152.
Jian:	106.
Rassias:	262-264.

Demonstrate an understanding of the conditions governing the placement of adverbs.

Brown, T.:	Not treated as a separate grammar point in this text.
Coffman:	44-45.
D'Alelio:	295-297.
Hoffmann:	152-158.
Jian:	106, 178-179, 262, 281.
Rassias:	271, 279-280.

Form the comparative and superlative of a given adverb.

Brown, T.:	241-243.
Coffman:	45-53.
D'Alelio:	298-302.
Hoffmann:	152-156.
Jian:	156-158.
Rassias:	264-268, 271, 276, 285.

Demonstrate an understanding of the use of coordinating conjunctions.

The textbooks surveyed contained no treatment of coordinating conjunctions as grammar/usage items. Examinees should remember that et, mais, alors, donc, car, aussi . . . are examples of coordinating conjunctions. A full list of coordinating conjunctions and locutions conjonctives may be found in Grevisse, Section 956, pp. 994-995.

Distinguish between subordinating conjuctions which require the indicative and subordinating conjuctions which require the subjunctive.

Brown, T.:	435.
Coffman:	144-145, 149, 150, 170-171.
D'Alelio:	280-281.
Hoffmann:	43-45, 54-55.
Jian:	415-416.
Rassias:	383-385, 397, 405, 413.

Demonstrate an understanding of the uses of prepositions.

Brown, T.:	39, 61, 164, 478, 481. See specific prepositions.
Coffman:	18-19, 180-181, 185-186.
D'Alelio:	9-11, 176. See specific prepositions.
Hoffmann:	28, 44-45, 126, 128, 138-139.
Jian:	55, 120-121, 124, 176-178, 335-336. See index for specific prepositions.
Rassias:	301-304, 310, 403, 410. See specific prepositions.

Distinguish between the uses of est-ce que and n'est-ce pas.

Brown, T.:	18, 141, 195, 410.
Coffman:	181-192.
D'Alelio:	60, 135-137, 194, 197.
Hoffmann:	Not treated as a separate grammar point in this text.
Jian:	16-17, 42-43, 50. N'est-ce pas not treated as a separate grammar point in this text.
Rassias:	15-18, 119.

Transform a given statement into a question by using inversion.

Brown, T.:	17-18, 79, 407.
Coffman:	192-194.
D'Alelio:	60-61, 135-137, 197, 199-200.
Hoffmann:	Not treated as a separate grammar point in this text.
Jian:	17, 43.
Rassias:	15-18, 20, 39-41, 47, 122.

Demonstrate an understanding of the use of interrogative adverbs.

Brown, T.:	407.
Coffman:	194.
D'Alelio:	197-198.
Hoffmann:	151.
Jian:	2, 54, 57, 102.
Rassias:	275.

Demonstrate an understanding of the use of interrogative adjectives.

Brown, T.:	80.
Coffman:	197-198.
D'Alelio:	196-197.
Hoffmann:	143-144.
Jian:	57.
Rassias:	323-324, 334, 402.

Transform a given positive statement into a negative statement.

Brown, T.:	15-16, 122, 188, 341, 381-382, 410.
Coffman:	112, 201-203.
D'Alelio:	62, 137-138, 152-153, 257-264.
Hoffmann:	159-164.
Jian:	43, 58-60, 72, 75, 122-123, 126-127, 197, 215, 250, 261, 281, 283-284, 299-300, 398-399.
Rassias:	38-41, 47, 119-120, 206-207, 217, 230-231, 241, 245-246, 283-284, 247-348, 449-450, 457, 465-466.

Supply the negative form of the infinitive in a given context.

Brown, T.:	341.
Coffman:	205.
D'Alelio:	264.
Hoffmann:	159-160.
Jian:	59-60.
Rassias:	401, 449-450, 457, 507.

Demonstrate an understanding of the uses of negative words and phrases in response to questions.

Brown, T.:	381-382.
Coffman:	203-209.
D'Alelio:	257-264.
Hoffmann:	159-164.
Jian:	299-301.
Rassias:	464-465.

Use the imperative mood in a sentence.

Brown, T.:	63, 160, 165, 273, 440.
Coffman:	111-113, 221, 172.
D'Alelio:	140-141, 148-153, 152-153, 162, 257-258.
Hoffmann:	4-5, 7, 11-12, 37, 132-133.
Jian:	175-176, 231, 233, 352-353.
Rassias:	79-81, 91, 119, 127, 143-144, 256-257, 271, 482, 487.

Use the infinitve mood in a sentence.

Brown, T.:	61, 63, 216-217, 341, 470-471, 476, 478.
Coffman:	110, 180-187, 205.
D'Alelio:	56, 171-178, 264, 275, 279, 281, 317.
Hoffmann:	27-28, 36, 41-45, 57-60, 64-65, 70, 183-184.
Jian:	124, 176-178, 247-248, 301-302, 319-320.
Rassias:	231-232, 243, 246, 366, 389-391, 401, 406, 413, 449-450, 457, 465-466, 471-482, 487, 507, 509.

Supply the verb in a context requiring the present tense.

Brown, T.:	12, 138, 161-162, 169-170.
Coffman:	77-105.
D'Alelio:	29-32, 79-80, 86, 98-101, 107-109, 188-193.
Hoffmann:	1-3, 7, 9, 10-11.
Jian:	59, 90-91, 172-173, 213, 261.
Rassias:	9-10, 118, 145, 151-153, 408.

Supply the verb in a context requiring the future tense.

Brown, T.:	235-240, 359.
Coffman:	140-146.
D'Alelio:	40-42, 85, 90, 106, 114-115, 254-256.
Hoffmann:	5-8, 10-11.
Jian:	332-333, 350.
Rassias:	227-230, 245, 277, 281-282.

Use the future tense (with aller) in a sentence.

Brown, T.:	63.
Coffman:	140.
D'Alelio:	171.
Hoffmann:	6-7.
Jian:	161, 286, 332.
Rassias:	11, 19, 64-65, 68, 119.

Use the passé composé tense in a sentence.

Brown, T.:	187-189, 191, 212-214, 269.
Coffman:	119-130.
D'Alelio:	127-128, 209, 211, 213-214.
Hoffmann:	2, 14-15, 16-18, 20.
Jian:	260-263, 265, 266-267, 285-286, 354-355.
Rassias:	145-149, 156, 170-173, 187, 238-242, 246, 254-256, 276, 281, 408, 570.

Use the passé simple tense in a sentence.

Brown, T.:	387-389.
Coffman:	134-139.
D'Alelio:	209-211, 213, 14.
Hoffmann:	15-17, 20.
Jian:	461-463.
Rassias:	401, 447-449, 457, 507.

Use the imperfect tense in a sentence.

Brown, T.:	287-288, 357.
Coffman:	114-119.
D'Alelio:	35-37, 83, 88, 103-104, 112, 212-217.
Hoffmann:	10-12, 13-15, 16.
Jian:	260-261, 264-266, 285-286, 350.
Rassias:	275, 316-321, 334, 343-344, 404, 409, 411, 496-497.

Use the tenses of the conditional mood in a sentence.

Brown, T.:	351, 356-359.
Coffman:	147-152, 154-155.
D'Alelio:	37-39, 84, 89, 104-105, 113-114, 235-237.
Hoffmann:	3, 6, 8-12, 14, 17, 18, 32-36.
Jian:	370-374.
Rassias:	275, 342-344, 354, 405, 409, 412, 496-497.

Use the tenses of the subjunctive mood in a sentence.

Brown, T.:	333, 335-336, 432-435, 437-439.
Coffman:	158-180.
D'Alelio:	32-34, 81-82, 102-103, 110-111, 130-131, 273-281, 284-285.
Hoffmann:	4, 37-56.
Jian:	393-397, 412, 414-417, 464-465.
Rassias:	275, 363-367, 374, 383-385, 396-397, 401, 405, 409, 412-413, 428-433, 439-440, 464-465, 471, 495-497, 500-501, 505-506, 508-511, 535.

Use the present and/or past participles in a sentence.

Brown, T.:	173, 187, 191-193, 212-214, 269, 341, 481.
Coffman:	113-114, 119-130.
D'Alelio:	125-126, 128-130, 178-179.
Hoffmann:	25-30, 61-66, 76.
Jian:	261-263, 284-285, 302, 354-355, 397-399.
Rassias:	145, 146, 149-151, 152, 157, 171-172, 187, 239, 246, 259, 260, 271, 401, 478-480, 484-485, 487, 508, 512.

Use the pluperfect or the future tense in a sentence.

Brown, T.:	453, 457.
Coffman:	152-154.
D'Alelio:	132-133, 217-218, 134-135, 254-256.
Hoffmann:	6-8, 10-12, 17-18, 18-19.
Jian:	303, 461.
Rassias:	466-468, 471, 494-495, 498, 500, 508-509, 511-512.

Use the active voice in a given sentence.

Brown, T.:	341.
Coffman:	See pp. 188-189 for definition and contrast with the passive voice construction.
D'Alelio:	316-318.
Hoffmann:	23, 30-33, 171. See these pages for the definition and use of passive voice construction and for contrast with active voice construction.
Jian:	Not treated as a separate grammar point in this text.
Rassias:	451-454, 457, 507-508, 511, 535.

Use the passive voice in a given sentence.

Brown, T.:	341.
Coffman:	188-189.
D'Alelio:	316-318.
Hoffmann:	23, 30-33, 171.
Jian:	Not treated as a separate grammar point in this text.
Rassias:	451-454, 457, 507-508, 511, 535.

Complete a <u>si</u> clause with the appropriate verb form.

Brown, T.:	359, 457.
Coffman:	157-158, 180.
D'Alelio:	193, 217-218, 237-246, 254.
Hoffmann:	8-12.
Jian:	373-374.
Rassias:	343-344, 468, 469.

Translate a given sentence from French to English or English to French.

Brown, T.:	Use examples given in the text as exercises for particular translation problems.
Coffman:	" "
D'Alelio:	" "
Hoffmann:	" "
Jian:	" "
Rassias:	" "

III. HISTORY, GEOGRAPHY, AND LITERATURE

Examinees should note that this subarea includes items relating to the culture, civilization, and geography of France. Because of overlapping which occurs in many of the references, some repetition of material will be encountered.

Objectives

Identify the major events and figures of French history up to the reign of Louis XIV.

Brichant:	1-105, 132-189, 208-239.
Denoeu:	33-44, 65-70, 81.
Hester:	2-34, 40-43, 49-59, 63-67, 72-89, 96-99.
Lévêque:	2-12, 14-44, 66-79, 88-108, 129-150.
Ravisé:	3-4, 9-14, 21-25, 39-43, 51-52.
Thoraval:	1-37, 57-73, 100-104.

Identify the major figures and events of French history from the reign of Louis XIV through the reign of Napoleon.

Brichant:	240-313, 332-389.
Denoeu:	81-84, 105-110, 127-130.
Hester:	99-106, 120-132, 147-171.
Lévêque:	162-183, 196-222, 240-266, 268-290.
Ravisé:	52-54, 67-71, 85-86.
Thoraval:	104-139, 191-225, 275-279.

Identify the major figures and events of French history from the Restoration to the present.

Brichant:	390-417, 432-467.
Denoeu:	130-132, 163-174.
Hester:	172-175, 190-197, 204-214, 234-239, 242-246, 264-269, 297-303.
Lévêque:	291-307, 321-360.
Ravisé:	87-89, 105-108, 127-133.
Thoraval:	279-308, 394-429.

Identify the aspects of daily life which are unique to French culture.

Commeau:	Entire work.
Denoeu:	209-223, 260-263, 271-283.
Hester:	289-296, 303-312.
St. Onge:	Entire work.
Wylie:	Entire work.

Identify major French artists and musicians and/or their works.

Brichant:	106-131, 190-218, 314-331, 418-431.
Denoeu	51-61, 74-77, 95-101, 115-122, 146-159, 189-204.
Hester:	35-40, 68-70, 94-95, 115-120, 132-139, 146, 183-
Lévêque:	45-57, 83-86, 118-127, 157-160, 187-194, 230-239, 315-320, 361-371, 401-405.
Ravisé:	14-19, 28-36, 45-48, 59-63, 76-80, 97-100, 111-120, 143-150.
Thoraval:	37-44, 73-80, 140-149, 201-204, 225-246, 309-331, 441-469.

Identify the major political, economic, and social characteristics of contemporary French civilization.

Commeau:	Entire work.
Denoeu:	227-241, 245-259, 264-270.
Lévêque:	409-449.
Ravisé:	219-230, 249-255.
St. Onge:	Entire work.
Wylie:	Entire work.

Identify the different French-speaking cultures of the world outside France.

Commeau:	126-144.

Identify the chief geographical characteristics (e.g. boundaries, cities, rivers, mountian ranges) of the different areas of France.

Denoeu:	3-29.
Lévêque:	451-466.
Ravisé:	157-174, 177-194, 197-215.
Wylie:	11-29.

Identify the major authors, works and literary movements in French literature from the Middle Ages through the sixteenth century.

Bishop, Volume I:	1-118.
Clouard, Volume I:	3-106.
Denoeu:	45-51, 70-74.
Lagarde, Moyen Age:	43-48, 59-62, 89-95.
-------, XVI^{e} siècle:	Entire volume.
Lévêque:	58-65, 80-82, 109-117.
Thoraval:	45-56, 81-100.

Identify the major authors, works, and literary movements in French literature of the seventeenth and eighteenth centuries.

Bishop, Volume I:	
Clouard, Volume I:	
Denoeu:	84-94, 110-114.
Hester:	107-115, 139-146.
Lagarde, XVII^{e} Siècle:	Entire volume
Lagarde, XVIIIe Siècle:	Entire volume
Lévêque:	151-155, 184-187, 223-229
Thoraval:	149-190, 246-273.

Identify the major authors, works, and literary movements in French literature of the nineteenth century.

Bishop, Volume II:	1-253.
Clouard, Volume II:	1-272.
Denoeu:	133-146.
Hester:	175-183, 198, 201, 214-223.
Lagarde, XIX^{e} Siècle:	Entire volume
Lévêque:	309,-315, 371-375.
Thoraval:	331-394.

Identify the major authors, works, and literary movements in French literature of the twentieth century.

Bishop, Volume II:	255-458.
Clouard, Volume II:	273-466.
Denoeu:	175-189.
Hester:	247-255, 269-281.
Lagarde, XX^{e} Siècle:	Entire volume.
Lévêque:	406-408.
Thoraval:	470-585.

IV. LISTENING AND ORAL SKILLS

The nature of the objectives included in this "Listening and Oral Skills" subarea precludes the establishment of specific references to texts. The objectives focus on skills which may be developed only through constant and disciplined practice with French language tapes and conversation with other speakers of French. It is suggested that examinees obtain access to any commercially recorded tapes such as those which accompany elementary, intermediate, or advanced college texts referred to under the "Usage" and "Grammar" subareas of this study guide.

To prepare for the "Listening and Oral Skills" examination, examinees should spend time:

1) listening to French tapes which accompany the materials which have been selected for review,
2) responding actively and audibly to the recorded stimuli,
3) taking dictation from taped material,
4) reading aloud from selected French readings,
5) listening to French radio and television programs,
6) viewing French films whenever possible, and
7) practicing conversational skills with other speakers of French.

Those examinees who may need additional work in sound discrimination, articulation of particular sounds, and intonation patterns may wish to consult a more detailed treatment of these topics such as may be found in Cardunger and Hagiwara's D'accord: La pronunciation du français international, Acquisition et perfectionnement, or other comparable works.

Objectives

Produce the significant sounds of the French language using standard French pronunciation. (Oral)

Read aloud from a French text using proper pronunciation and intonation. (Oral)

Respond fluently in French to an orally administered question. (Oral)

Employ the appropriate vocabulary in response to an orally administered question. (Oral)

Translate into English a common French idiom expressed orally. (Listening/oral or written)

Listen to a recording of a brief passage in French and answer questions based on comprehension of the passage. (Listening/oral or written)

Write a passage in French as it is dictated. (Listening/written)

Distinguish among similar sounds in French. (Listening/oral or written)

SELECTED REFERENCE MATERIALS

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Brown, John Hart. Handbook of Every-Day French. New York: The Macmillan Company, 1967.

Brown, Thomas H. French: Listening, Speaking, Reading, Writing. 3rd edition. New York: McGraw-Hill Book Company, 1977.

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Duloup, Victor. La Civilisation française. New York: Harcourt, Brace, and World, 1970.

Hester, Claudie F.; Parker, Clifford S.; and Grigaut, Paul L. Initiation à la culture française. New York: Harper and Row, Publishers, 1977.

Lagarde, André, et Michard, Laurent. Collection littéraire: Moyen Age. Paris-Montréal: Les Editions Bordas, 1970.

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